



INDIANA  
DEPARTMENT *of*  
EDUCATION

# 2023 INDIANA ACADEMIC STANDARDS **VISUAL ARTS**

## GRADES K-5



## Indiana Academic Standards Context and Purpose

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The Indiana Academic Standards for Grades K-5 Visual Arts define what students should know and be able to do when participating in Visual Arts at each grade level. In alignment with the [National Coalition for Arts Standards](#), the Indiana Academic Standards for Visual Arts consists of anchor standards, enduring understandings, and essential questions as defined for four overall themes. These four themes are:

- Creating
- Presenting
- Responding
- Connecting

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, strategies, and/or other supplementary materials that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices to support overall student development

Visual Arts: Creating	
<p><b>Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work.</p> <p><b>Enduring Understanding:</b> Creativity and innovative thinking are essential life skills that can be developed.</p> <p><b>Essential Question(s):</b> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p>	
INVESTIGATE/PLAN/MAKE	
K	<b>VA:Cr1.1.K (a)</b> Engage in exploration and imaginative play with materials.
Grade 1	<b>VA:Cr1.1.1 (a)</b> Engage collaboratively in exploration and imaginative play with materials.
Grade 2	<b>VA:Cr1.1.2 (a)</b> Brainstorm multiple approaches to an art or design problem collaboratively.
Grade 3	<b>VA:Cr1.1.3 (a)</b> Elaborate on an imaginative idea.
Grade 4	<b>VA:Cr1.1.4 (a)</b> Brainstorm multiple approaches to a creative art or design problem.
Grade 5	<b>VA:Cr1.1.5 (a)</b> Combine ideas to generate an innovative idea for art-making.
<p><b>Enduring Understanding:</b> Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative goals.</p> <p><b>Essential Question(s):</b> How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>	
K	<b>VA:Cr1.2.K (a)</b> Engage collaboratively and/or individually in creative art-making in response to an artistic problem.
Grade 1	<b>VA:Cr1.2.1 (a)</b> Use observation and investigation in preparation for making a work of art.
Grade 2	<b>VA:Cr1.2.2 (a)</b> Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
Grade 3	<b>VA:Cr1.2.3 (a)</b> Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
Grade 4	<b>VA:Cr1.2.4 (a)</b> Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
Grade 5	<b>VA:Cr1.2.5 (a)</b> Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

**Anchor Standard 2:** Organize and develop artistic ideas and work.

**Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

**Essential Question(s):** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

**INVESTIGATE**

K	<b>VA:Cr2.1.K (a)</b> Through experimentation, build skills in various media and approaches to art-making.
Grade 1	<b>VA:Cr2.1.1 (a)</b> Explore the uses of materials and tools to create works of art or design.
Grade 2	<b>VA:Cr2.1.2 (a)</b> Experiment with various materials and tools to explore personal interests in a work of art or design.
Grade 3	<b>VA:Cr2.1.3 (a)</b> Create personally satisfying artwork using a variety of artistic processes and materials.
Grade 4	<b>VA:Cr2.1.4 (a)</b> Explore and invent art-making techniques and approaches.
Grade 5	<b>VA:Cr2.1.5 (a)</b> Experiment and develop skills in multiple art-making techniques and approaches through practice.

**Enduring Understanding:** Artists and designers balance experimentation, safety, freedom, and responsibility while developing and creating artworks.

**Essential Question(s):** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

K	<b>VA:Cr2.2.K (a)</b> Begin to identify safe and non-toxic art materials, tools, and equipment.
Grade 1	<b>VA:Cr2.2.1 (a)</b> Identify how to safely use art materials, tools, and equipment.
Grade 2	<b>VA:Cr2.2.2 (a)</b> Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
Grade 3	<b>VA:Cr2.2.3 (a)</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for various artistic processes.
Grade 4	<b>VA:Cr2.2.4 (a)</b> When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
Grade 5	<b>VA:Cr2.2.5 (a)</b> Demonstrate quality craftsmanship through care for and safe use of materials, tools, and equipment.

**Enduring Understanding:** People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.

**Essential Question(s):** How do objects, places, and designs shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

K	<b>VA:Cr2.3.K (a)</b> Create art that represents natural and constructed environments.
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Grade 1	<b>VA:Cr2.3.1 (a)</b> Create art that represents everyday objects.
Grade 2	<b>VA:Cr2.3.2 (a)</b> Repurpose objects to make something new.
Grade 3	<b>VA:Cr2.3.3 (a)</b> Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.
Grade 4	<b>VA:Cr2.3.4 (a)</b> Document, describe, and represent regional constructed environments.
Grade 5	<b>VA:Cr2.3.5 (a)</b> Identify, describe, and visually document places and/or objects of personal significance.

**Anchor Standard 3:** Refine and complete artistic work.

**Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

**Essential Question(s):** What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more thoroughly?

#### REFLECT/REFINE/CONTINUE

K	<b>VA:Cr3.1.K (a)</b> Explain the process of making art while creating.
Grade 1	<b>VA:Cr3.1.1 (a)</b> Use art vocabulary to describe choices while creating art.
Grade 2	<b>VA:Cr3.1.2 (a)</b> Discuss and reflect with peers about choices made in creating artwork.
Grade 3	<b>VA:Cr3.1.3 (a)</b> Elaborate visual information by adding details in an artwork to enhance emerging meaning.
Grade 4	<b>VA:Cr3.1.4 (a)</b> Revise artwork in progress based on insights gained through peer discussion.
Grade 5	<b>VA:Cr3.1.5 (a)</b> Create artist statements using art vocabulary to describe personal choices in art-making.

#### Visual Arts: Presenting

**Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.

**Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

**Essential Question(s):** How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks and select them for presentation?

#### SELECT

K	<b>VA:Pr4.1.K (a)</b> Display and describe personal artwork.
Grade 1	<b>VA:Pr4.1.1 (a)</b> Explain why some objects, artifacts, and artwork are valued over others.

Grade 2	<b>VA:Pr4.1.2 (a)</b> Categorize artwork based on a theme or concept for an exhibit.
Grade 3	<b>VA:Pr4.1.3 (a)</b> Investigate and discuss possibilities and limitations of spaces, including electronics, for exhibiting artwork.
Grade 4	<b>VA:Pr4.1.4 (a)</b> Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.
Grade 5	<b>VA:Pr4.1.5 (a)</b> Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
<b>Anchor Standard 5:</b> Develop and refine artistic techniques and work for presentation. <b>Enduring Understanding:</b> Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. <b>Essential Question(s):</b> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for a presentation, a portfolio, or a collection?	
<b>PREPARE</b>	
K	<b>VA:Pr5.1.K (a)</b> Explain the purpose of a portfolio or collection.
Grade 1	<b>VA:Pr5.1.1 (a)</b> Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
Grade 2	<b>VA:Pr5.1.2 (a)</b> Distinguish between different materials or artistic techniques for preparing artwork for presentation.
Grade 3	<b>VA:Pr5.1.3 (a)</b> Identify exhibit space and prepare works of art, including artists' statements for presentation.
Grade 4	<b>VA:Pr5.1.4 (a)</b> Analyze the various considerations for presenting and protecting art in various locations, such as indoor or outdoor settings, temporary or permanent forms, and physical and/or digital formats.
Grade 5	<b>VA:Pr5.1.5 (a)</b> Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.
<b>Anchor Standard 6:</b> Convey meaning through the presentation of artistic work. <b>Enduring Understanding:</b> Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. <b>Essential Question(s):</b> What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?	
<b>SHARE/PRESENT</b>	
K	<b>VA:Pr6.1.K (a)</b> Explore the purpose of an art museum.
Grade 1	<b>VA:Pr6.1.1 (a)</b> Identify the roles and responsibilities of people who work in and visit museums and other art venues.

Grade 2	<b>VA:Pr6.1.2 (a)</b> Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.
Grade 3	<b>VA:Pr6.1.3 (a)</b> Identify and explain how and where different cultures record and illustrate stories and the history of life through art.
Grade 4	<b>VA:Pr6.1.4 (a)</b> Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.
Grade 5	<b>VA:Pr6.1.5 (a)</b> Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

Visual Arts: Responding	
<b>Anchor Standard 7:</b> Perceive and analyze artistic work. <b>Enduring Understanding:</b> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. <b>Essential Question(s):</b> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?	
PERCEIVE	
K	<b>VA:Re7.1.K (a)</b> Identify uses of art within one's environment.
Grade 1	<b>VA:Re7.1.1 (a)</b> Select and describe works of art that illustrate daily life experiences.
Grade 2	<b>VA:Re7.1.2 (a)</b> Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
Grade 3	<b>VA:Re7.1.3 (a)</b> Speculate about processes an artist uses to create a work of art.
Grade 4	<b>VA:Re7.1.4 (a)</b> Compare responses to a work of art before and after working in similar media.
Grade 5	<b>VA:Re7.1.5 (a)</b> Compare one's own interpretation of a work of art with the interpretation of others.
<b>Enduring Understanding:</b> Visual imagery influences and understanding of and responses to the world. <b>Essential Question(s):</b> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?	
K	<b>VA:Re7.2.K (a)</b> Describe what an image represents.
Grade 1	<b>VA:Re7.2.1 (a)</b> Compare images representing the same subject.
Grade 2	<b>VA:Re7.2.2 (a)</b> Categorize images based on expressive properties.
Grade 3	<b>VA:Re7.2.3 (a)</b> Determine messages communicated by an image.
Grade 4	<b>VA:Re7.2.4 (a)</b> Analyze components in visual imagery that convey messages.
Grade 5	<b>VA:Re7.2.5 (a)</b> Identify and analyze cultural associations suggested by visual imagery.

**Anchor Standard 8:** Interpret intent and meaning in artistic work.

**Enduring Understanding:** People gain insights into the meanings of artworks by engaging in the process of art criticism.

**Essential Question(s):** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

**ANALYZE**

K	<b>VA:Re8.1.K (a)</b> Interpret art by identifying subject matter and describing relevant details.
Grade 1	<b>VA:Re8.1.1 (a)</b> Interpret art by categorizing subject matter and identifying the characteristics of form.
Grade 2	<b>VA:Re8.1.2 (a)</b> Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.
Grade 3	<b>VA:Re8.1.3 (a)</b> Interpret art by analyzing the use of media to create subject matter, characteristics of form, and mood.
Grade 4	<b>VA:Re8.1.4 (a)</b> Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
Grade 5	<b>VA:Re8.1.5 (a)</b> Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

**Anchor Standard 9:** Apply criteria to evaluate artistic work.

**Enduring Understanding:** People evaluate art based on various criteria.

**Essential Question(s):** How does one determine the criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

**INTERPRET**

K	<b>VA:Re9.1.K (a)</b> Explain reasons for selecting a preferred artwork.
Grade 1	<b>VA:Re9.1.1 (a)</b> Classify artwork based on different reasons for preferences.
Grade 2	<b>VA:Re9.1.2 (a)</b> Use learned art vocabulary to express preferences about artwork.
Grade 3	<b>VA:Re9.1.3 (a)</b> Evaluate an artwork based on given criteria.
Grade 4	<b>VA:Re9.1.4 (a)</b> Apply one set of criteria to evaluate more than one work of art.
Grade 5	<b>VA:Re9.1.5 (a)</b> Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.



Visual Arts: Connecting	
<p><b>Anchor Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.</p> <p><b>Enduring Understanding:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b>Essential Question(s):</b> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>	
SYNTHESIZE	
K	<b>VA:Cn10.1.K (a)</b> Create art that tells a story about a life experience.
Grade 1	<b>VA:Cn10.1.1 (a)</b> Identify times, places, and reasons by which students make art outside of school.
Grade 2	<b>VA:Cn10.1.2 (a)</b> Create works of art about events in home, school, or community life.
Grade 3	<b>VA:Cn10.1.3 (a)</b> Develop a work of art based on observations of surroundings.
Grade 4	<b>VA:Cn10.1.4 (a)</b> Create works of art that reflect community and/or cultural traditions.
Grade 5	<b>VA:Cn10.1.5 (a)</b> Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.
<p><b>Anchor Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>Enduring Understanding:</b> People develop ideas and understandings of society, culture, and history through interactions with and analysis of art.</p> <p><b>Essential Question(s):</b> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	
INTERRELATE	
K	<b>VA:Cn11.1.K (a)</b> Identify the purpose of an artwork.
Grade 1	<b>VA:Cn11.1.1 (a)</b> Understand that people from different places and times have made art for a variety of reasons.
Grade 2	<b>VA:Cn11.1.2 (a)</b> Compare and contrast cultural uses of artwork from different times and places.
Grade 3	<b>VA:Cn11.1.3 (a)</b> Recognize that responses to art change depending on the knowledge of the time and place in which it was made.
Grade 4	<b>VA:Cn11.1.4 (a)</b> Through observation, infer information about the time, place, and culture in which a work of art was created.
Grade 5	<b>VA:Cn11.1.5 (a)</b> Identify how art is used to inform or change the beliefs, values, or behaviors of an individual or society.